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IDENTIFIERS *Indicators

ABSTRACT

This monograph presents an Opinion Survey intended for teachers, psychologists, and administrators of programs for students with emotional disabilities concerning educational outcomes and indicators. The rating scale is based on the conceptual model proposed by the National Center on Education Outcomes and asks for judgments on the feasibility and relevance of potential indicators for objectives in each of the model's eight domains: (1) presence and participation; (2) accommodation and adaption; (3) physical health; (4) responsibility and independence; (5) contribution and citizenship; (6) academic and functional literacy; (7) personal and social adjustment; and (8) satisfaction. Results of giving the survey to 102 respondents are summarized for each outcome and objective. Also included are various forms for tracking student program change data and individual student achievement, a follow-up interview guide for school leavers, and a program effectiveness questionnaire for parents. (DB)

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ED 372 570

EVALUATING OUTCOMES FOR STUDENTS WITH EMOTIONAL DISABILITIES

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Dr. Daniel Sage

Mrs. Bernadette Casey

Dr. Joel Klein

Council for Exceptional Children
Denver, Colorado
April 8, 1994

Funded under Grant #H029H10041

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EMOTIONAL DISABILITY OUTCOME STUDY

Opinion Survey on

Educational Outcomes and Indicators for Students with Emotional Disability

A model of school completion outcomes and the indicators of these outcomes has been proposed for **all** students in a publication by the National Center on Education Outcomes.* This conceptual model sets forth eight **outcome domains**, proposes a number of potential **indicators** of the outcomes within each domain, and then some possible **sources of data** from which an assessment could be drawn regarding the degree to which the desired outcomes for a given student and/or program have been attained. The applicability of this model to programs for students with **emotional disability** is uncertain.

As a part of our Emotional Disability Outcome Study, we would like to survey the opinions of teachers, psychologists, and administrators of such programs regarding the feasibility and relevance of certain indicators for use in future evaluative efforts in these programs.

INSTRUCTIONS

Would you please indicate your opinion regarding the appropriateness of these outcome indicators for students in special education programs for emotionally disabled, by responding to the items on the attached pages, which have been extracted and adapted from the above noted publication?

Feasibility of Measurement =	How Easy/Difficult would it be to secure the information on a periodic basis?
Relevance of Indicator =	How important is the indicator in determining successful outcomes?

Since responses may vary as a function of different student age levels, please indicate the age-range with which you are associated. Assume that an indicator would be used periodically and growth or change in the indicator would be the focus.

Do **not** give your name unless you wish to request further discussion of this task with us.

Please return this form to:

Dr. Eileen McCarthy, Director
Special Education
Rockland BOCES
Parrott Road
West Nyack, NY 10994

* ***Educational Outcomes and Indicators for Students Completing School,*** (1993) National Center on Educational Outcomes, University of Minnesota.

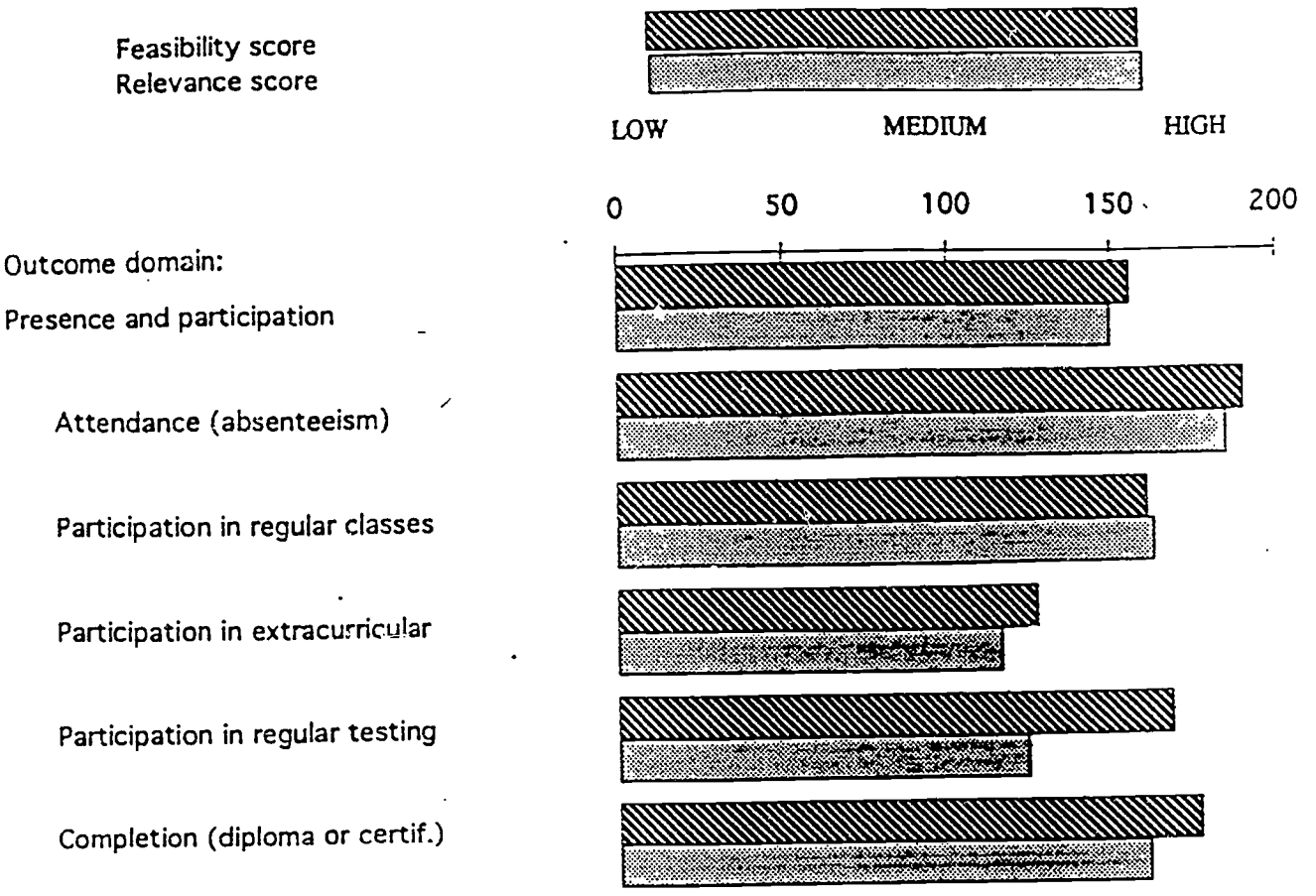
Age Level: Elementary_____Middle School_____High School_____

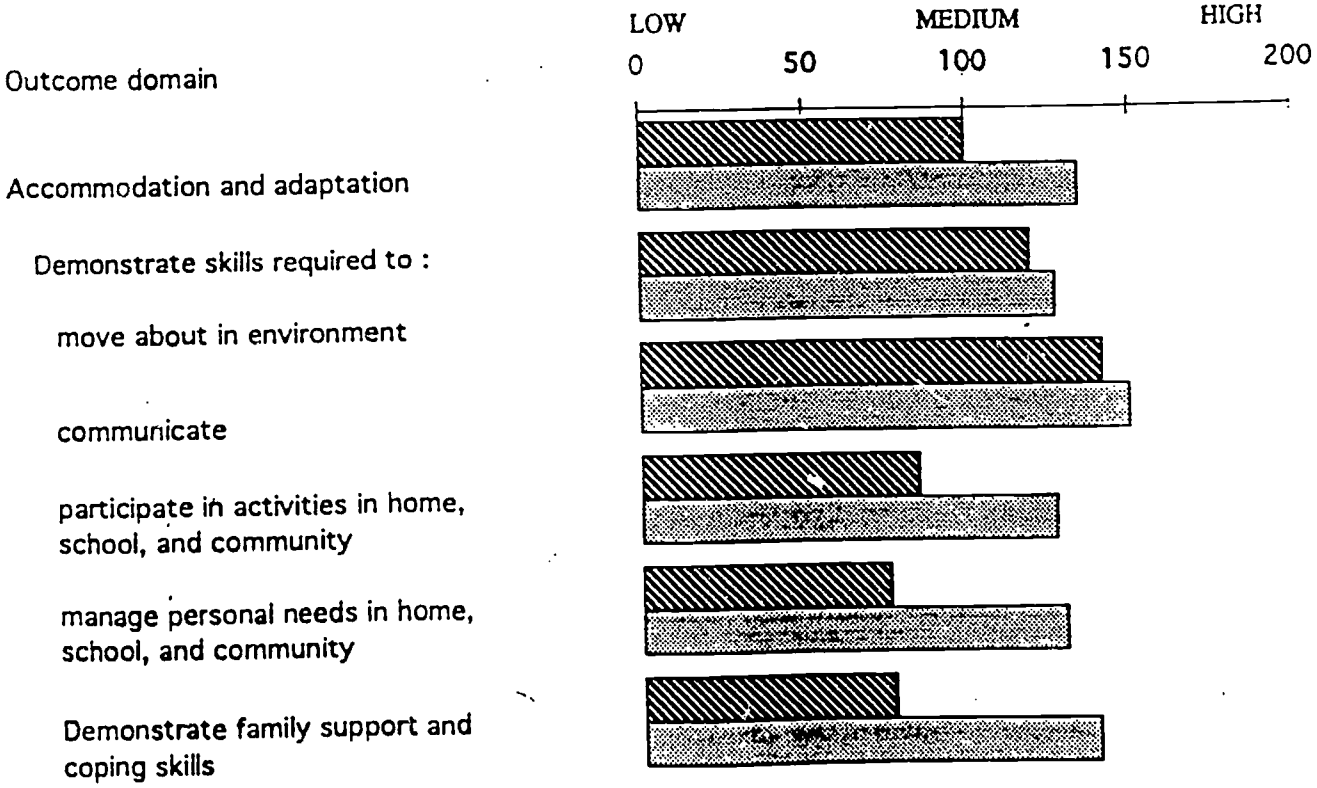
Outcome domain: Presence and Participation	FEASIBILITY OF MEASUREMENT LOW	MED	HIGH	RELEVANCE OF INDICATOR LOW	MED	HIGH
Attendence (absenteeism)						
Participation in regular classes						
Participation in extracurricular						
Participation in regular testing						
Completion (diploma or certif.)						
Outcome domain: Accommodation and adaption						
Demonstrate skills required to:						
move about in environment						
communicate						
participate in activities in home, school, and community						
manage personal needs in home, school, and community						
Demonstrate family support and coping skills						
Outcome domain: Physical health						
Use of tobacco						
Make good nutritional choices						
Use of alcohol or drugs						
Unprotected sex						
Participation in physical exercise activity						
Awareness of basic safety						
Awareness of basic fitness						
Awareness of health care needs						

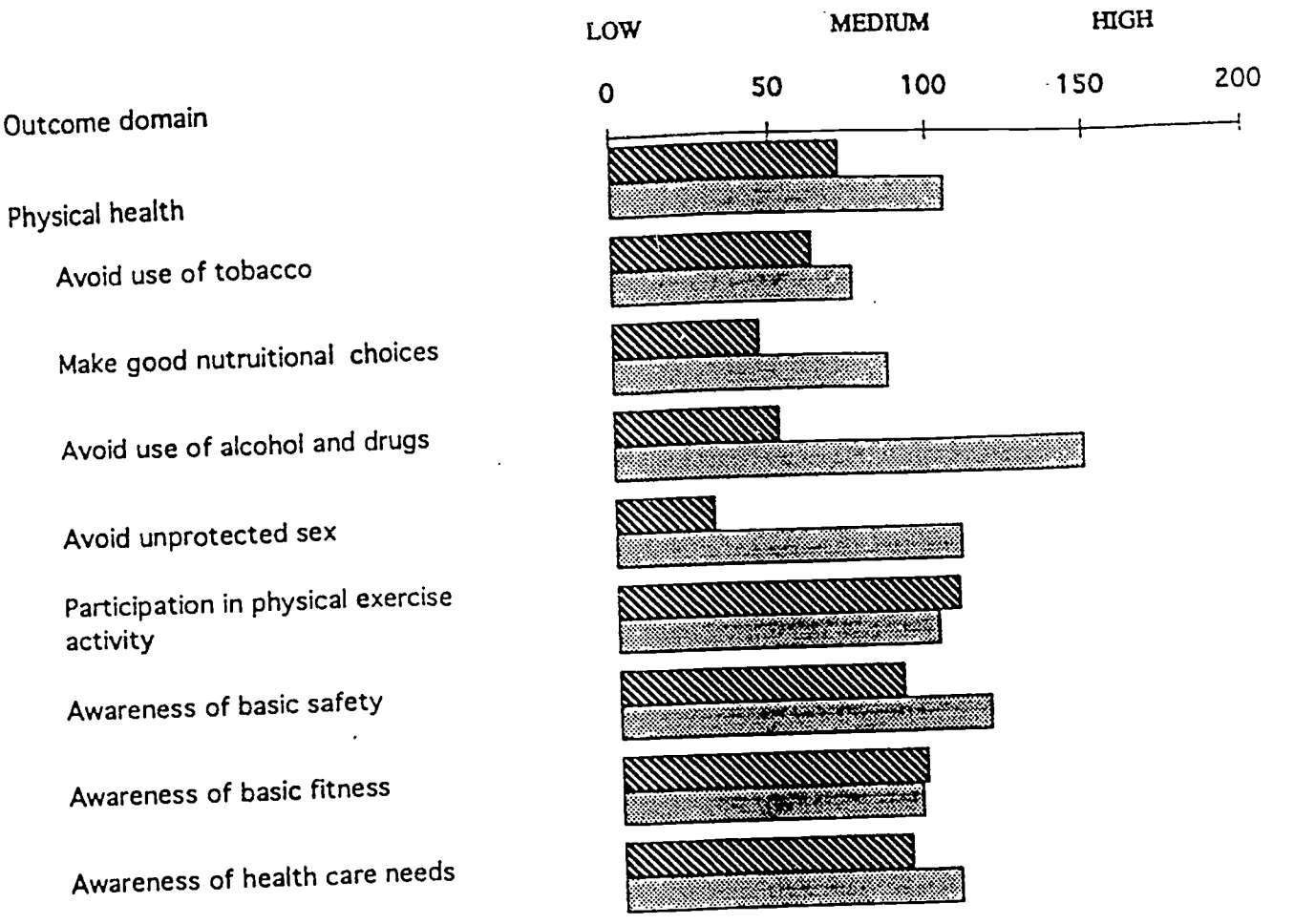
	Feasibility of Measurement Low	Med	High		Relevance of Indicator Low	Med	High
Outcome domain: Responsibility & Independence							
Gets to and from a variety of destinations							
Can access community services							
Can complete transactions in community (shopping, banking)							
Prioritize and set goals for self							
Manage personal care and safety							
Advocate for self effectively							
Outcome domain: Contribution and Citizenship							
Suspensions or other disciplinary actions							
Vandalism or criminal activity							
Know : significance of voting							
Volunteer time to school, civic, community activity							
Outcome domain: Academic & functional literacy							
Competence in oral language							
Demonstrate problem solving							
Competence in 3-Rs for current environment							
Competence in 3-Rs for next environment							
Competence in using technology to enhance functioning							

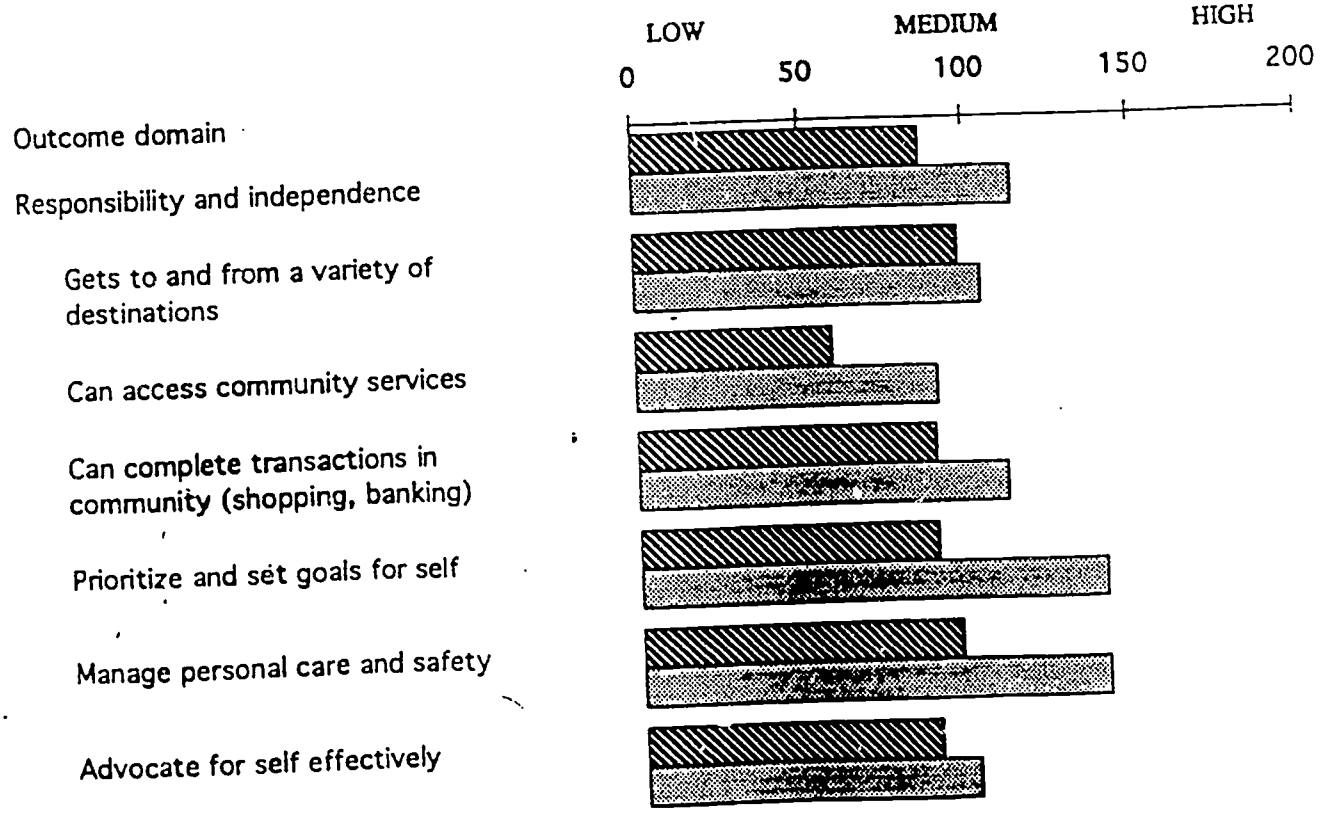
	Feasibility of Measurement				Relevance of Indicator		
	Low	Med	High		Low	Med	High
Outcome domain:							
Personal & Social Adjustment							
Copes effectively with challenges, frustrations, & stress							
Behavior reflects acceptance of consequences for behavior							
Perceives self as worthwhile							
Perceives self as competent							
Behavior demonstrates acceptance of cultural & individual differences							
Has friends; part of a social network							
Skill in interacting in social situations; including interpersonal conflict							
Engages in productive group work							
Outcome domain:							
Satisfaction							
Student is satisfied with:							
level of achievement							
what school provides							
progress toward educational outcomes							
Parent/guardian is satisfied with:							
level of achievement							
what school provides							
progress toward educational outcomes							
student's preparation to live in society							
Community is satisfied with:							
students' level of achievement							
what school provides							
progress toward educational outcomes							

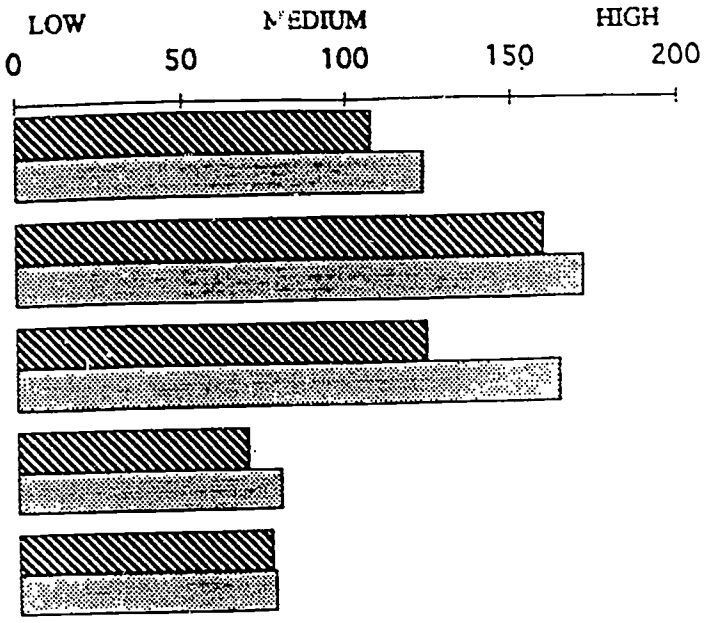
TOTAL SAMPLE: 102 RESPONDENTS






LOW
MEDIUM
HIGH
0
50
100
150
200
Outcome domain
Physical health
Avoid use of tobacco
Make good nutritional choices
Avoid use of alcohol and drugs
Avoid unprotected sex
Participation in physical exercise activity
Awareness of basic safety
Awareness of basic fitness
Awareness of health care needs


LOW
MEDIUM
HIGH
0
50
100
150
200
Outcome domain
Responsibility and independence
Gets to and from a variety of destinations
Can access community services
Can complete transactions in community (shopping, banking)
Prioritize and set goals for self
Manage personal care and safety
Advocate for self effectively



Outcome domain

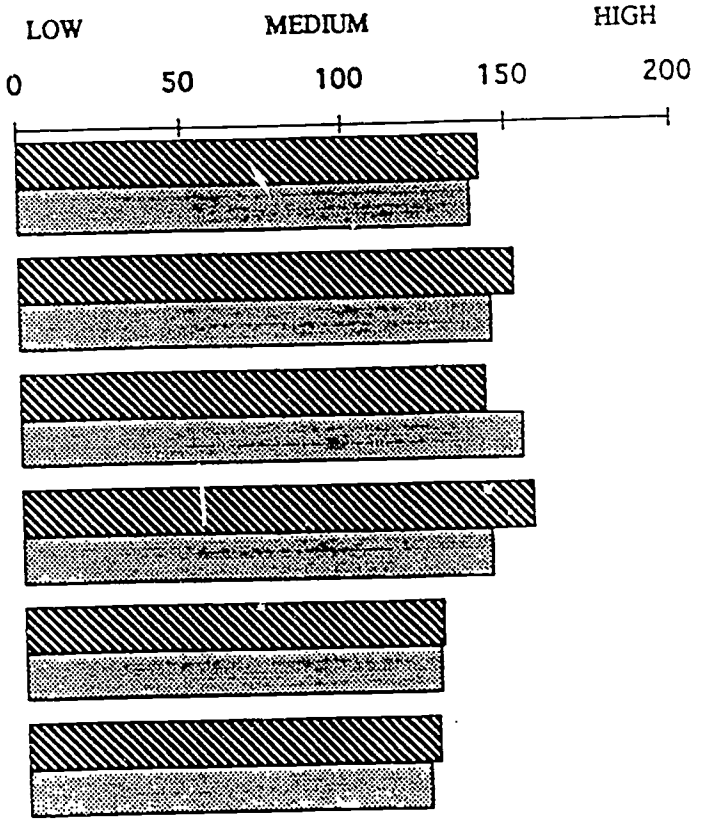
Contribution and Citizenship

Suspensions or other disciplinary actions

Vandalism or criminal activity

Know significance of voting

Volunteer time to school, civic, community activity



Outcome domain

Academic & functional literacy

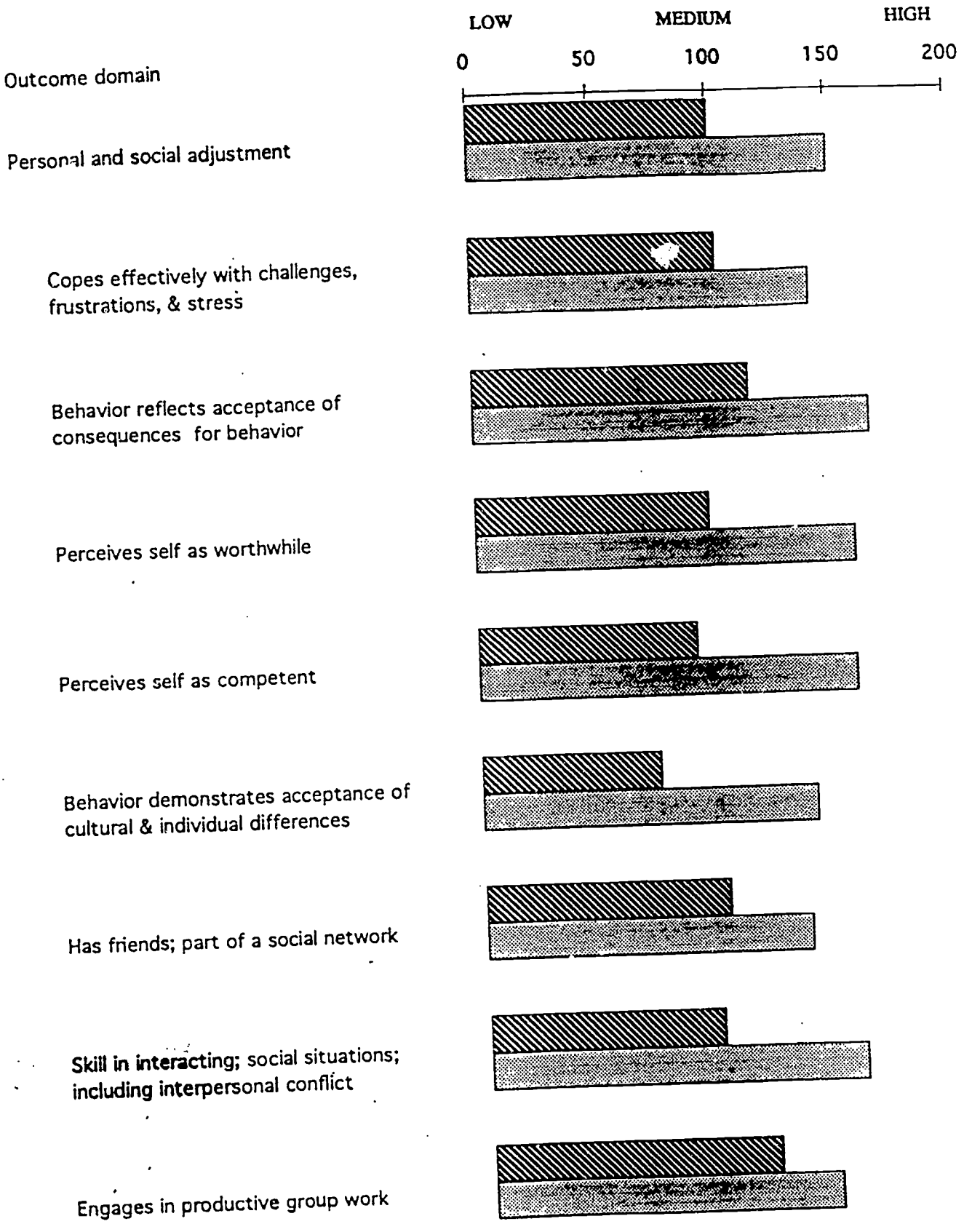
Competence in oral language

Demonstrate problem solving

Competence in 3-Rs for current environment

Competence in 3-Rs for next environment

Competence in using technology to enhance functioning


LOW
MEDIUM
HIGH
0
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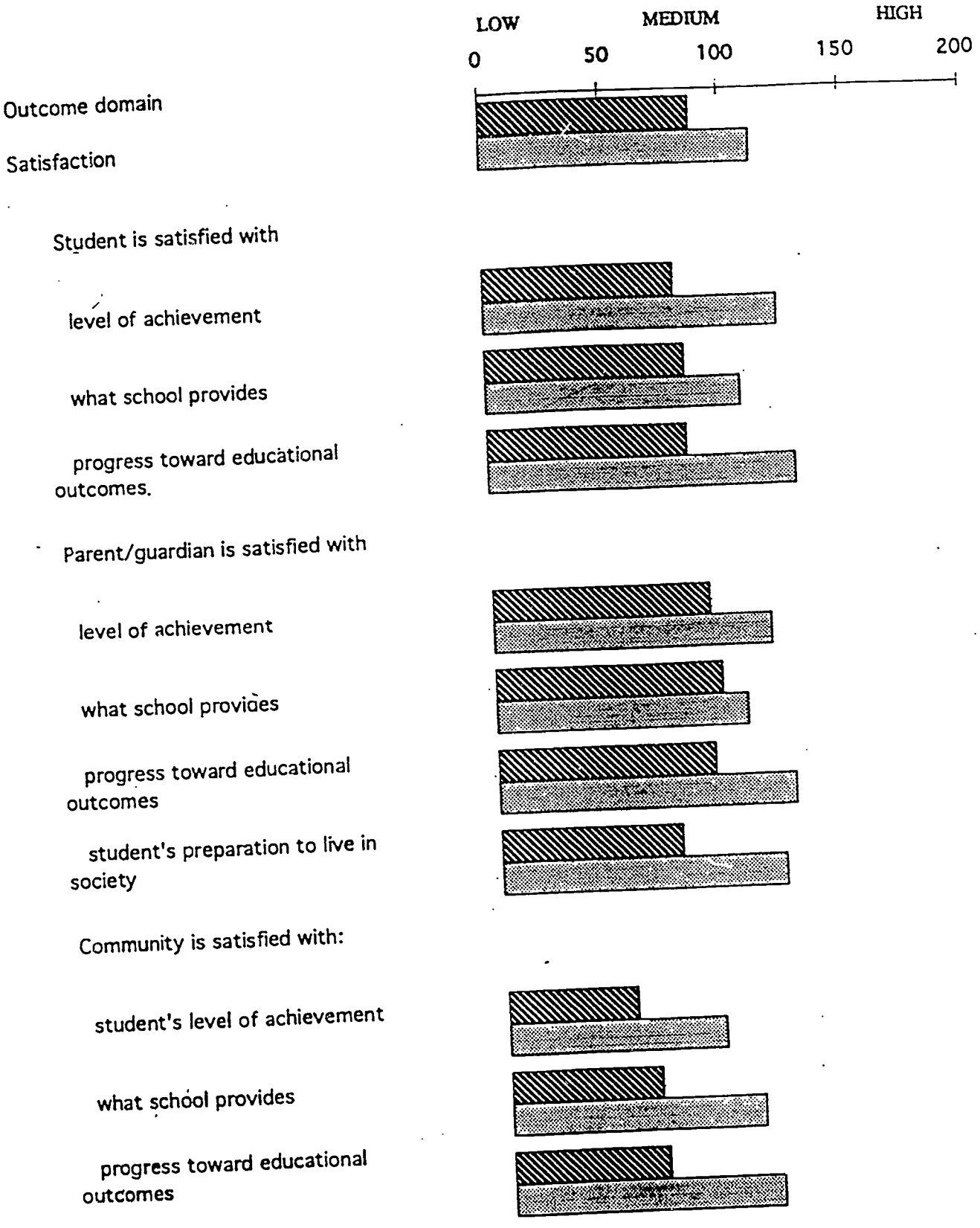
200
Outcome domain
Personal and social adjustment
Copes effectively with challenges, frustrations, & stress
Behavior reflects acceptance of consequences for behavior
Perceives self as worthwhile
Perceives self as competent
Behavior demonstrates acceptance of cultural & individual differences
Has friends; part of a social network
Skill in interacting; social situations; including interpersonal conflict
Engages in productive group work


LOW
MEDIUM
HIGH
0
50
100
150
200
Outcome domain
Satisfaction
Student is satisfied with
level of achievement
what school provides
progress toward educational outcomes.
Parent/guardian is satisfied with
level of achievement
what school provides
progress toward educational outcomes
student's preparation to live in society
Community is satisfied with:
student's level of achievement
what school provides
progress toward educational outcomes

Form 1

Emotional Disability Outcome Study

_____
District

District-wide data (from PPS central office) during 1992-93 school year.

Resident students with E.D. as primary or secondary classification,

	Resident District	BOCES Programs	Another District	Private School	Total
Number enrolled **in					
Program change data					
Number declassified*					
Number having minor increase in LRE (< 1 hr./day)*					
Number having major increase in LRE (=> 1 hr./day)*					
Number having reduced related services* (e.g. psych/couns)					
Number having decreased LRE by program change or transfer*					
Number moved to less LRE by other agencies (e.g. courts)*					
Number dropped out (terminated by other than transfer, graduation or aging out)					

* changes occuring during 1992-93 or projected for 93-94 at annual review

** enrolled for at least half of year, 1992-93.

Please return to : Dr. Eileen McCarthy, Director
Special Education
Rockland BOCES
61 Parrott Road
West Nyack, NY 10994

PROGRAM CHANGE

Program

	A	B	C	D	E	F	G
% Declassified	3.3	8.0	0	0	.9	0	0
%Major increase in LRE	31	10	26	12	3	36	69
%Minor increase in LRE	9	18	0	19	3	0	15
%Reduced related services	22	3	13	13	0	4	15
% Decrease in LRE							
Program change or transfer	NA	0	0	9	6	0	0
Moved by court or other agency	NA	1	3	3	9	0	0
%Dropped out	7	6	0	9	2	0	0

Emotional Disability Outcome Study

Teacher (or class grouping) _____ District _____

Achievement data, 1992-93 school year

Student	State tests (PEP) **	Standardized tests Annual growth in basic skills *	*	*	*	IEP % objectives attained Scholastic	Social	Management
#1								
#2								
#3								
#4								
#5								
#6								
#7								
#8								
#9								
#10								
#11								
#12								

* Indicate standardized tests used (up to four with emphasis on basic skills) most relevant for age/grade involved. Report change from last test, in grade equivalent, normal curve equivalent, percentile, or whatever reporting method is standard for your district.

**Indicate PEP tests (in any) taken this year. Report results in relation to state reference point.

Include all students who have been enrolled in E.D. program at least half the year, 1992-93.

Please return to : Dr. Eileen McCarthy,
Director, Special Education
Rockland BOCES
61 Parrott Road
West Nyack, NY 10994

Emotional Disability Outcome Study

Presence and Participation Data

Month * _____ Teacher (or class group) _____ District _____

Number of occurances within the month indicated.

Student	# days absent	# suspensions	#In school suspensions (TO4)	# Crises interventions (TO3)	#Other **
#1					
#2					
#3					
#4					
#5					
#6					
#7					
#8					
#9					
#10					
#11					
#12					

* "Month" is defined as any 4-week period when school is in session and not significantly distorted by testing schedules, etc. Report two separate months, as far apart as possible, e.g. October and April, January and May, etc. using whatever periods will allow accurate retrieval of data.

** If there is another variable of this type which you think might be important.

Please return to:

Dr. Eileen McCarthy, Director
Special Education
Rockland BOCES
61 Parrott Road
West Nyack, NY 10994

PRESENCE AND PARTICIPATION

	Program					
	A	C	D	E	F	G
Attendance						
% absences						
Oct/Jan	4.3	5.1	6.3	8.4	2.8	2.7
May	11.0	13.8	8.3	21.1	8.0	8.5
Suspensions						
Incidents as % of enrollment						
Oct/Jan	.08	0	.3	.7	1.6	0
May	.77	.08	.8	.4	1.1	0
In-school suspensions						
Incidents as % of enrollment						
Oct/Jan	.46	1.81	2.7	1.2	NA	0
May	.62	2.91	1.4	1.4	NA	0
Crisis interventions						
Incidents as % of enrollment						
Oct/Jan	NA	8.69	4.5	17.9	28.0	0
May	NA	9.50	4.8	15.9	8.6	0

Form 4

Emotional Disability Outcome Study

_____ Teacher (or class grouping)

_____ District

Number enrolled for a least half of year 1992-93 _____

Program change data*

Number declassified* _____

Number having minor increase in LRE (<1hr./day)* _____

Number having major increase in LRE (=>1hr./day)* _____

Number having reduced related services* _____
(e.g. psych/couns)

Number having increased related services* _____
(e.g. psych/couns)

Number having decreased LRE by program change _____
or transfer*

Number moved to less LRE by other agencies _____
(e.g. courts*)

Number dropped out (terminated by other than _____
transfer, graduation or aging out)

*changes occurring during 1992-93 or projected for 93-94 at annual review

Please return to:

Dr. Eileen McCarthy, Director
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61 Parrott Road
West Nyack, NY 10994

Follow-up Interview Guide
For Students (or their family members) who
terminated their school program during the
1992-93 school year (by graduation,
aging out, dropping out).

District _____ Graduated _____ Aged Out ___ Dropped Out _____

Age when student left _____ How long in Special Ed? _____ yrs.

What Program? _____

We are attempting to contact all students who (completed) left school during the past year to learn a little about what they are doing now that they are no longer in our school. Could we ask you a few questions?

1. How are you spending most of your time?

2. Are you now attending any school? If so, what?

3. Have you had any jobs since leaving school? How Many? What were they?

4. Are you <u>now</u> working? At What? Part time ___ Full time ___ Pay _____?

5. How did you get the jobs?

6. Have you been involved with any public or private agencies for help on employment, continued schooling, or other needs (medical, counseling)?

7. What are your chief social or recreational activities?

8. Is there any particular way that your former school helped you in what you are doing now?

Special Education
Program Effectiveness Questionnaire
for Parents

We are sending this questionnaire to a sampling of parents of students in our special education program. Its purpose is to see what you think of the quality of the special education in which your child is enrolled. Please use the following scale to express how frequently the things listed in this questionnaire are true.

5 - almost always
4 - frequently
3 - sometimes
2 - seldom
1 - almost never
DK - don't know/no opinion

You need <u>not</u> put your name on this form. Your responses will be kept confidential. They will be compiled with other parent responses to help us gain a better perspective of our special education program.

Please use the rating scale to the right to express your opinion about what happens in your child's school setting.	Almost Always	Frequently	Sometimes	Seldom	Almost Never	Don't Know/ No Opinion
1. My child is satisfied with his/her program.	5	4	3	2	1	DK
2. My child feels accepted by his/her peers.	5	4	3	2	1	DK
3. I am satisfied with my child's educational program.	5	4	3	2	1	DK
4. I receive clear communication from school in the form of both written and oral reports.	5	4	3	2	1	DK
5. The staff provides me with information and methods for helping my child to learn.	5	4	3	2	1	DK
6. School staff make every effort to arrange for formal and informal meetings that are convenient for parents.	5	4	3	2	1	DK
7. School staff set up ways for parents to communicate with the school and resolve their concerns.	5	4	3	2	1	DK
8. Teachers have high and realistic expectations for special education students.	5	4	3	2	1	DK
9. Special education staff are caring and positive with students who have special needs.	5	4	3	2	1	DK

	Almost Always	Frequently	Sometimes	Seldom	Almost Never	Don't Know/ No Opinion
10. Special education teachers successfully individualize instructions to meet the needs of students.	5	4	3	2	1	DK
11. School staff help parents recognize and understand specific changes and improvements in behavior, self-image, peer and family relations, knowledge, and skill development.	5	4	3	2	1	DK
12. Special education teachers consider parents part of the team and value their contributions.	5	4	3	2	1	DK
13. School discipline is firm and consistent.	5	4	3	2	1	DK
14. The school and classrooms are safe and orderly.	5	4	3	2	1	DK
15. Students are actively encouraged to accept and understand the abilities, needs, and feelings of their peers with special needs.	5	4	3	2	1	DK

We invite you to provide us with any additional concerns or comments regarding our Special Education Programs.